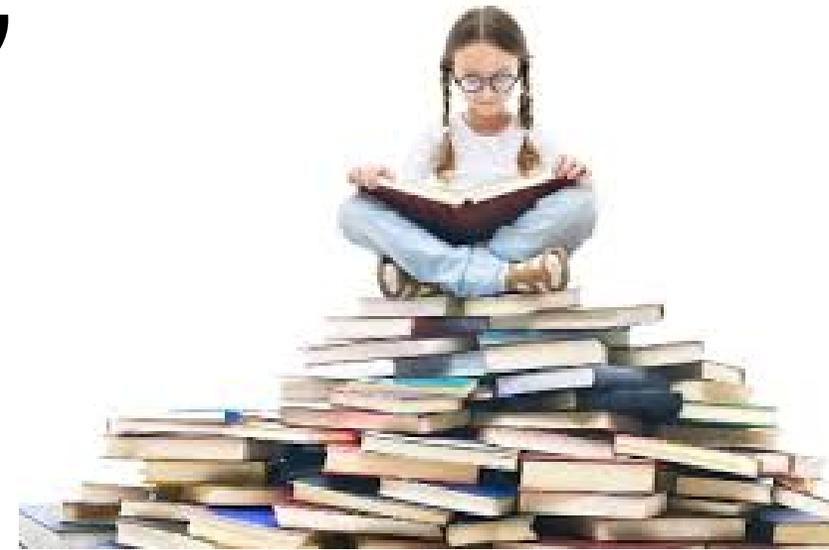


SUPPORTING READING AT HOME

Wednesday 4th March, 2020
Ms Jeremy (Primary English Lead)



AIMS AND AGENDA

Aims:

1. Discuss the national picture of reading and the importance of reading.
2. Explore the ways that reading is taught at INAP.
3. Identify strategies and techniques to support with reading in the home environment.

READING: A NATIONAL PICTURE

- 1/5 of all primary pupils in England leave school unable to read.
- Higher reading ages correlate with more than just higher literacy levels- reading impacts maths and foundation subjects at school.
- Pupils who are unable to read well by the end of primary school are statistically less likely to perform well at secondary school and are statistically more likely to earn a lower wage by the time they reach adulthood.
- Low literacy skills are also linked with health outcomes- a lower literacy score in adulthood leads to a 3x higher chance of reporting poor health.

A DISCREPANCY IN READING: CASE STUDIES

Child A

- Rich language used within the home environment.
- Parents reading with her every evening (dedicated time).
- Rich educational and cultural experiences.
 - Heard 45 million words
- Personal vocabulary of 20,000 words.



By age 9 the gap has widened.

Child A: 8 million words read independently.

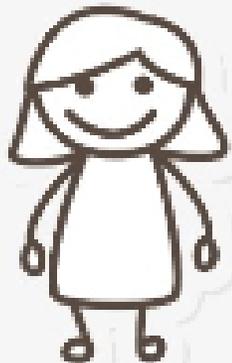
Child B: 32,000 words read independently.

A National Problem

- One sixth of adults have a reading age below 11 years.
- Accounts for 7 years less of life expectancy.

Child B

- Limited opportunities for discussions and rich language exchange within the home environment.
- Financial pressures and time constraints lead to limited educational and cultural experiences.
 - Heard 13 million words.
- Personal vocabulary of 2000 words.



Vocabulary- pupils need:

- i) A broad vocabulary
- ii) To know how to decode words that they don't understand.

EAL Learners pupils initially can find it challenging to access the high-level vocabulary and texts from an EAL perspective (they typically make more progress over time though).

What are the barriers to reading attainment in school?

Reading speed KS2 pupils need to read at 150 words per minute in order to reach age-related expectations during their SATs

Reading for pleasure reading competes with other activities.

No 'quick fixes' for reading
Improvements in reading come from exposure to a range of texts (cultural capital)

READING IN THE EARLY YEARS AND KS1

EYFS Reading Outcomes:

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

KS1 Reading Outcomes:

I can read accurately most words of two or more syllables.
I can read most words containing common suffixes.
I can read most common exception words.
I can read words accurately and fluently without overt sounding and blending i.e. at over 90 words per minute.
I can sound out most unfamiliar words accurately, without undue hesitation.
I can check that what I read makes sense.
I can answer questions and make some inferences on the basis of what is being said and done.
I can explain what has happened so far in what I have read.

KS1/2 READING SKILLS

Literal comprehension

e.g. 'In which year did man walk on the moon for the first time?' (03:55 Part B)



Inferential comprehension

e.g. 'How do you think Anousheh felt about not being able to brush her teeth properly?' (Inf 13:30)

Decoding vocabulary

e.g. 'What does the word 'tentatively' tell you about how the astronaut was moving?' (00:48- V)

Understanding the gist of a text

e.g. 'Order the events chronologically according to when they happened in time.'

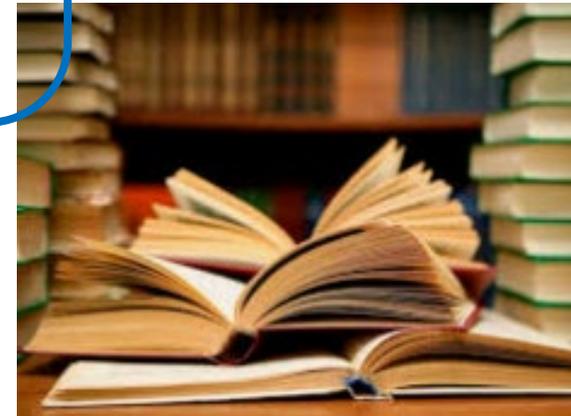
1. RECOGNISING SUBTLETIES

This skill goes beyond inference. It allows the reader to determine **deeper feelings/emotions of the characters** that they read about and encompasses: **humour, irony, sarcasm, hidden emotion.**

'She sighed inwardly and fixed on a broad, beaming smile that she hoped would send a deceptively welcoming message to her guests, 'Welcome!' she called out gleefully.'

How is Rose feeling?

- Pleased to see her guests.
- Excited about hosting the party.
- Secretly frustrated about having to host a party.
- Emotional and tearful.



2. UNDERSTANDING HOW CHANGES IN VOCABULARY CAN ALTER SENTENCE MEANING

Pupils need to understand that the vocabulary in a text has been **specifically chosen by the author** to depict something in particular. They also need to understand that a **very small vocabulary change can totally alter meaning** at a sentence-level.

1. The car **rolled** through the city streets.
2. The car **tore** through the city streets.



- Q1. How do the speeds of the cars differ?**
- Q2. How is each driver feeling?**
- Q3. What is the difference between the motives of the drivers?**

3. USING WORLD KNOWLEDGE TO CHRONOLOGICALLY ORDER

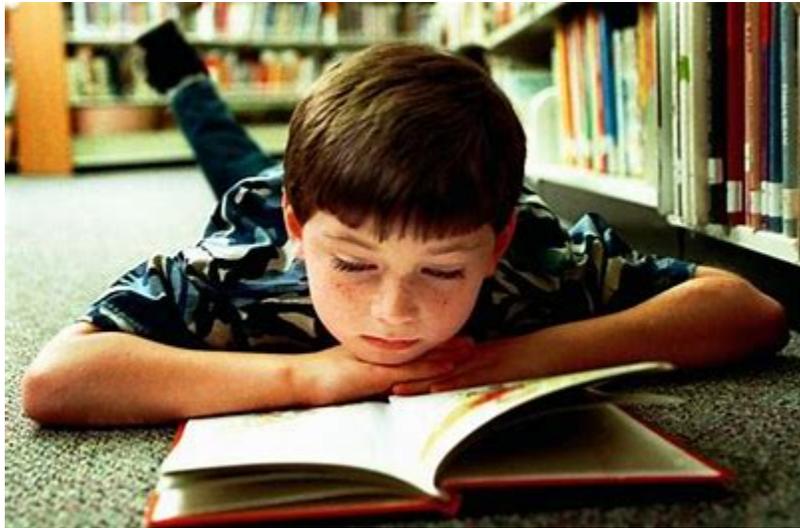
Pupils need to be able to **chronologically** order events which don't necessarily appear in the text (or which appear in a different order in the text). They should also be able to use their world knowledge in order to do this.

Chronologically order the following events using the text:

- In 2015, space tourism continues to be an impossible dream for most of us.
- The first man walked on the moon.
- The first space tourist walked on the moon.
- Anousheh Ansari became the first female space tourist.
- NASA engineers created a space shuttle to take the first people to the moon.



STRATEGIES TO SUPPORT WITH READING



- Specifically teach how to decode unknown vocabulary.
- To support with fluency, encourage pupils to mouth the words while a text is being read aloud to them.
Decoding
unravelling
- Repeat reading practice of the same piece of text.
coaxed
- Encourage a passion for reading with personal reading challenges and reading age-appropriate books.
- Encourage a critical analysis of texts: why did you like/not like it? (Remind pupils that it's okay not to like a particular book!)

Success Criteria for Decoding.

1. Check the word for clues relating to its **word class**.
2. Check the word for **prefixes** or **suffixes**.
3. Use the **context** of the sentence to decode the word's **meaning**.